DOCUMENT RESUME

ED 025 555 UD 007 420

Project PEP; an Evaluation of the Summer Program for Disadvantaged Students Held at Skidmore College.
New York State Education Dept., Albany.
Pub Date Mar 68
Note- 30p.
EDRS Price MF-$0.25 HC-$1.60
Descriptors- Behavior Change, Changing Attitudes, Cultural Enrichment, *Disadvantaged Youth, *Junior High School Students, Program Costs, Program Effectiveness, *Program Evaluation, State Programs, *Summer Programs, Tables (Data), Theater Arts, Underachievers, Urban Youth
Identifiers- Programs to Excite Potential, Project PEP, Skidmore College

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PROJECT PEP

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An Evaluation of the Summer Program

for

Disadvantaged Students

Held at Skidmore College

ED025555

UD 007 420

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12224
March 196

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PROJECT PEP

An Evaluation of the Summer Program for Disadvantaged Students Held at Skidmore College

Introduction

In the summer of 1967 an eight-week session entitled Programs to Excite Potential (Project PEP) was held at Skidmore College in Saratoga, New York for approximately 150 disadvantaged urban junior high school students. These students were drawn from ten urban areas[1] throughout the state. The criteria upon which the participants were chosen were underachievement, disadvantaged background, and some sign of interest or ability in one or more of the performing or creative arts as evidenced by creative artistic or verbal expression.

The program evolved from a general concept of an enrichment program for disadvantaged youngsters presented by Mrs. Esther Swanker, Coordinator, Title III, E.S.E.A., of the New York State Department of Education. Norman Black, Executive Assistant to a district superintendent of the New York City educational system, directed the planning and writing of the program. Dr. Joseph Palamountain, President of Skidmore College, participated in facilities planning, staffing arrangements, programming, and utilizing area resources. Dr. Horace Reed, Chairman of the Education Department at Skidmore, headed the administrative staff and John Motley, of the Music Bureau, New York City School System, was Program Director. Staff was selected on the basis of area specialization, experience with disadvantaged children, enthusiasm for the program, ability to de-emphasize academic requirements, perception of potential, and creativity in presenting material to stimulate student interest. College students were engaged as assistant teachers or counselors and functioned as group leaders.

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[1]The cities represented were, New York, Buffalo, Niagara Falls, Rochester, Syracuse, Utica, Schenectady, Albany, Mount Vernon, and Yonkers.

The program proposal was submitted by the New York City Board of Education and funded under Title III E.S.E.A. Supplemental funds to cover housing and transportation in contract with Skidmore College were provided from Title I, E.S.E.A.

The program was designed to stimulate greater interest and participation in the regular school program and raise the objectives and goals of the students through exposure to the performing arts. Trips to cultural and historic points of interest were scheduled to broaden the perceptions and background of the students. It was hoped that the innovation of a residential program, sharing with peers the experience of living on a college campus, would promote a greater self-image in these disadvantaged youngsters.

The Skidmore campus was well situated for the purposes of the program because of its proximity to the Saratoga Performing Arts Center, the Lake George Opera, summer theatres, and other points of historical and cultural interest. On the campus, instruction was offered in art, music, dance, creative writing, typing, mathematics, and science. These were presented on both a formal and an informal basis. Some of the athletic facilities of the college were available to provide recreation and round out the daily schedule, but no major emphasis was placed on this aspect of the program. Individual and group counseling was used to foster and reinforce attitudinal changes.

The participants were divided into five groups for scheduling activities to give as much opportunity as possible for small group instruction. Daily schedules were arranged to provide time for leisure activities, letter writing, library visits, club activities, small group planning and discussion meetings, walks, reading and grooming activities. Regular class schedules in music (instrumental and general), dance, dramatic workshop and literature were held three days a week. Trips and club activities, practice sessions and nature hikes were scheduled for the other two weekdays. Evenings were devoted to special programs, visiting artists, attending performances in the area, and social activities such as games, canteen, dances, or informal student-organized activities.

Methodology of the Evaluation

The evaluation of Project PEP is based primarily on the measurement of observed attitudinal changes toward the stated objectives of the program: a better attitude toward school; higher aspirations in long range goals; and a greater self-image. The instrument used was a questionnaire (see Appendix A for sample questionnaire) which was submitted to guidance counselors in December 1967 and January 1968 after the participating students had been in school long enough to give some indication of change in attitude or behavior from the previous year. The professional judgement of guidance counselors in the student's local school was used to gain a rating on 11 measures of student attitude and behavior both before and after participation in the PEP program. These ratings covered such things as adjustment to school, cooperative behavior, attendance, interest and motivation, relations with peers and adults in the school environment. In evaluating the success of the programs, an upward movement on the rating scale between "before" and "after" PEP was counted as a gain, a downward movement as a loss. A third category was set up for those who, in the judgement of the counselors, showed no change.

In some cases counselors rated students at the highest point on the scale both before and after PEP. These individuals were excluded from the group for whom change was measured since there was no possibility of gain. Percent gain on these 11 ratings was computed on the basis of that part of the group for which gain, loss, or no gain was measurable. The number rated at the top of the scale both before and after PEP varied with the type of question.
Table 1 gives a breakdown by item of the number of students for whom no estimate of change could be made. The Table shows that for item rating No. 2 (attendance), of the 131 students for whom this measure was available, 102 had been regular in attendance before PEP and continued to be regular after PEP and, therefore, could not show a gain on this item. On the other hand, the number

who took part in all classroom activities before PEP (rating No. 5) was only 31 out of 131, leaving 100 students who could be measured effectively on this item. The total number of responses for each of the 11 items varies because not all items were rated for each student.

Table 1

Guidance Counselor Ratings Showing Number of Students Rated at Top of Scale Both Before and After PEP

Questionnaire item number	Total rated	Number rated at top of scale before and after	Measurable cases	
			Number	Percent
1. Enthusiasm about school	132	16	116	88
2. Attendance	131	102	29	22
3. Interest in arts	133	30	103	77
4. Interest in academic	132	46	86	65
5. Cooperative classroom behavior	131	32	99	76
6. Class participation	131	31	100	76
7. Motivation	133	30	103	76
8. Enthusiasm about PEP	126	52	74	59
9. Acceptance of peers	131	85	46	35
10. Acceptance by peers	131	83	48	37
11. Relations with adults in school situation	122	78	44	36

The guidance counselors were also asked if, as a result of PEP, peer acceptance and self-image had improved. Since there was no "before" rating on these two questions the total group could be rated.

A final phase of the questionnaire dealt with school followup of the summer experience, to find out how many students were continuing instruction in their field of interest and if the school had facilities to offer such instruction. Additional comments on the effects of the program were invited at the end of the questionnaire and many counselors made statements related to change in student attitude.

Background material for the study consisted of the project prospectus which outlined the plans, goals and budget of the program, preprogram data on the candidates from the referring schools, anecdotal records by counselors and teachers in the program, a tape of the final evaluative staff meeting, and questionnaires administered to the students concerning their feelings about PEP. These materials were used for background information and as a frame of reference in which to gather the information by questionnaire which forms the basis for the evaluation.

The Chi Square test for two independent samples showed no significant difference between male and female student response to the program for any of the items to be evaluated. Therefore, in evaluating the PEP program, no distinction will be made between male and female behavioral or attitudinal changes.

General Description of Total Group

In describing the total group, only those for whom postprogram evaluative measures are available will be considered. A very small amount of attrition of the group occurred during the program. Also, of those for whom valid records were sought on performance after return to school in the fall, a few could not be evaluated, due to moving out of the district, transfer to another type of school, change in guidance personnel, and in one case leaving school. Therefore the group under discussion in this evaluation study consists of 139

students, 72 males and 67 females. Tables 2 - 6 describe the group by age, grade entered in September 1967, I.Q., achievement level, and interest or ability in the creative arts as evidenced by the student prior to the program. Tables 2 - 5 show that most of the students ranged in age from 13 to 15, entered eighth or ninth grade in the fall of 1967, had an I.Q. range of 90 to 119, and were about evenly divided in achievement between above, at, or below grade level.

Table 6 (Interest or Ability in the Creative Arts) shows that, due to a misunderstanding on the part of school personnel as to the criteria for choice of students to participate in the program, a small number were chosen primarily because of personality or behavioral problems, or interest in sports. These are designated in the table under the headings "Negative Attitude" and "Other" and are further categorized in table footnotes. These few students were a disruptive influence to the program, according to staff meeting and anecdotal records, because of behavioral tendencies which the program was not equipped to handle, or because of lack of interest in the objectives of the program and the type of learning experiences offered.

A few of the students in this special category did, however, make gains in some of the stated objectives of the program, while others did not seem to benefit or were judged by guidance personnel to have, in fact, lost ground in some areas. It is to be hoped that a clearer statement of criteria for acceptance into the program will be available for school personnel who make the preliminary choice of future students if the program continues. This recommendation comes from the staff and Advisory Committee involved in the 1967 program and is endorsed by the evaluation staff.

Table 2

Distribution of PEP Students by Sex and Age

Sex	Age						Total
	12	13	14	15	16	No response	
Male	3	24	26	16	1	2	72
Female	2	19	27	16	1	2	67
Total	5	43	53	32	2	4	139

Table 3

Distribution of PEP Students by Sex and Grade Entered, Fall 1967

Sex	Grade					Total
	8	9	10	11	No response	
Male	34	32	1	1	4	72
Female	19	43	4	--	1	67
Total	53	75	5	1	5	139

Table 4

Distribution of PEP Students by Sex and I.Q.

Sex	I.Q.							Total
	70-79	80-89	90-99	100-109	110-119	120 & above	No response	
Male	--	7	17	16	11	3	18	72
Female	2	11	8	16	11	6	13	67
Total	2	18	25	32	22	9	31	139

Table 5

Distribution of PEP Students by Sex and Achievement

Sex	Achievement				Total
	Above grade level	At grade level	Below grade level	No response	
Male	22	21	27	2	72
Female	23	20	22	2	67
Total	45	41	49	4	139

Table 6

Distribution of PEP Students by Sex and Interest or Ability in the Creative Arts

Sex	Interest or ability(a)						
	Music	Art	Dance	Theatre	Writing	Other (b)	Negative attitude (c)
Male	49	19	4	4	4	2	17
Female	46	19	8	3	2	5	16
Total(a)	95	38	12	7	6	7	33

(a) The areas of interest or ability represented in this Table are not mutually exclusive. In some cases more than one category was named or an interest and a negative attitude were both noted. Therefore the table is additive only in respect to indicating how many students were perceived to have a particular quality before entering the PEP program.

(b) Six of the seven students represented here were chosen for an interest in sports (2 males, 3 females) and homemaking (1 female). The seventh student (female) was chosen for academic ability.

(c) Six of the students (5 males, 1 female) who evinced a negative attitude toward some aspect of school were chosen on this basis alone. The other 20 also showed interest or ability in one or more of the creative arts listed.

Results of the Program Evaluation

In evaluating the results of the PEP program, ratings on each item of attitudinal or behavioral change were tabulated to find the number of measurable cases which showed gains, losses or no change. Table 7 shows the results of this tabulation for the "before" and "after" attitudinal or behavioral changes observed by guidance counselors. Since the number of measurable cases differed for each item rating (see section on methodology), percents of gain, loss, or no change are shown to aid in interpretation of the data.

Gains in Behavior and Attitude

The table shows that well over half the students made gains on each item. Items 1-8 may be considered as showing the percent of the group who showed increased interest in school related activities. The range of interest increase is from 62 percent (item 4, cooperative classroom behavior) to 92 percent (item 8, enthusiasm about PEP). Items 9 to 11 show changes in behavioral patterns. Here the range of the percent who gained is 73 to 83.

When these last three items are considered in conjunction with the two measures on the questionnaire which asked guidance counselor's opinion of behavior change as a result of PEP (Table 8), the results indicate that a noticeable change in behavior has taken place for at least three-fourths of the group. If this change can be reinforced in the school environment, then, for this group, prospects for development along socially and academically acceptable lines have been increased.

One measure of school reinforcement is shown in Table 9. This table shows that 107 (81 percent) of the 132 students who were rated on this item are receiving some form of instructional reinforcement. Only 25 students, 18 percent of the total group, are not continuing instruction in their field of interest. For 8 of the 25, the school does not provide facilities.

Table 7

Attitudinal or Behavioral Change in PEP Project Participants as Observed by Guidance Counselors

Questionnaire item number	Gain		Loss		No change	
	Number	Percent	Number	Percent	Number	Percent
1. Enthusiasm about school	83	71	3	3	30	26
2. Attendance	24	83	2	7	3	10
3. Interest in arts	76	74	4	4	23	22
4. Interest in academic	65	76	2	2	19	22
5. Cooperative classroom behavior	61	62	2	2	36	36
6. Class participation	75	75	2	2	23	23
7. Motivation	75	73	--	--	28	27
8. Enthusiasm about PEP	68	92	3	4	3	4
9. Acceptance of peers	38	83	1	2	7	15
10. Acceptance by peers	39	81	1	2	8	17
11. Relations with adults in school situation	32	73	--	--	12	27

Table 8

Observed Behavioral Changes as a Result of Participation in Project PEP

Behavioral goal	Change					
	Gain		Loss		No change	
	Number	Percent	Number	Percent	Number	Percent
Better acceptance by peers	96	73.3	--	--	35	26.7
Better self-image	116	86.6	1	.7	17	12.7

Table 9

School Reinforcement of Student Interests

	Number	Percent
Students receiving class instruction	99	75
Students receiving private instruction	12(a)	9(a)
Students not receiving instruction	25	19
Total receiving instruction	107	81

(a)Four of the students receiving private instruction receive class instruction as well.

Magnitude of Gains

To further analyze the gains in attitude and behavior as shown by the questionnaire, the number of steps each student advanced in each item rating scale was tabulated. This tabulation measures not only the number of gains, but also the magnitude of the gain. Table 10 summarizes the gains for items 1-11, "before" and "after" PEP, by showing the number of students who jumped one, two, or three steps in the rating scale for each item. Reference to the questionnaire form in Appendix A will show that for some items a 2-step jump was the maximum possible whereas for one item a 4-step jump would be possible. A column has been inserted in the table to indicate maximum possible gain for each item. Appendix B, section 1, describes in more detail whether the jump was from poor to mediocre or mediocre to good.

The gains of 2 and 3 steps summarized in Table 10 were made by 23 students, 13 males and 10 females. Seven of the 23 made double-step gains on more than one item. One female student referred to the program because of her interest in art and her negative attitude toward teachers made double step gains

Table 10

Observed Degree of Gain in Attitudinal or Behavioral Change in PEP Students

Questionnaire item number	Maximum steps attainable	Number of students who advanced			
		One step	Two steps	Three steps	Four steps
1. Enthusiasm about school	4	75	6	2	
2. Attendance	2	22	2		
3. Interest in arts	2	70	6		
4. Interest in academic	2	63	2		
5. Cooperative classroom behavior	2	59	2		
6. Class participation	3	70	4	1	
7. Motivation	2	72	3		
8. Enthusiasm about PEP	2	63	5		
9. Acceptance of peers	2	35	3		
10. Acceptance by peers	2	39			
11. Relations with adults in school situation	2	26	6		

on 6 of the 11 items measured. One male student referred because of interest in music and art and ability in writing who had a negative attitude toward school made 2 triple-step gains and 2 double-step gains and is now rated as very enthusiastic about school. Of the 23 students, 12 were noted to have a negative attitude toward some phase of school. Of these 12 students, 7 are now reported to be enthusiastic about school. Two students who had a negative attitude toward teachers are now described as relating well to adults in the school situation. A student rated as severely maladjusted is now said to be

enthusiastic about school, participates in some classroom activities and relates well to adults, shows more interest in arts and academic work, and has improved in motivation and peer relationships.

Losses in Behavior or Attitude

Reference to Table 7 shows that the percent of students who reacted negatively to the program as measured by the questionnaire items was very small. In all, only 13 students were observed to have changed for the worse on one or more of the items rating attitude or behavior "before" and "after" PEP. On the two questions rating change as a result of PEP, question 9 (1) and (2) on the questionnaire, only one student was rated lower. This student was judged to show a worsening of behavior patterns and had lost interest in academic studies as well as the arts. However, the basis for recommending the student was listed as an interest in sports and the program was not set up for this type of student.

Table 11 shows the number of losses for each student, the questionnaire item number where loss was indicated, and the corresponding number of gains on other items. Only two students showed a loss of more than one step on the rating scale for any item. The table also lists the reason or reasons for referral to the program and shows that seven of these students were referred because of negative attitudes or primary interest in something other than the program content. The area and range of the negative behavioral or attitudinal response of these 13 students is defined in Appendix B, Section 2.

Comments by guidance counselors for some of these students range from negative, "doing poorly, has lost interest" to explanatory, "student returned to an environment where friends do not have same interests, which may be reason for little change," "has difficulty mastering chosen instrument," to positive

Table 11

Students Showing Negative Responses in Attitude or Behavior "Before" and "After" PEP

Student designated as	Loss ratings: No. per student	Loss ratings: Questionnaire item numbers	Total no. of gains on other items	Basis of student referral to PEP
A	1	3	2	Music
B	1	3	6	Music
C	1	5	3	Art, negative behavior
D	3	6,9,10	1	Theater, sports
E	1	1	0	Music, negative behavior
F	1	2	0	Negative attitude toward school
G	1	8	3	Music
H	1	2	2	Negative attitude toward school and peers
I	1	8	6	Music
J	1	8	1	Music
K	5[a]	1,3,4,5,6	0	Music, art, ability in homemaking
L	1[a]	1	0	Dance
M	2	3,4	0	Sports

(a)Double-step loss on 1 item.

statements, "Student is better able to cope with an overprotective mother," "Student feels program aided her in overcoming her shyness and has increased her interest in choral music," "Student has tried for teacher acceptance."

No Change in Attitude or Behavior

The percent of students showing no change in attitude or behavior before and after PEP varies from 36 percent on item 5 of the questionnaire, cooperative classroom behavior, to 4 percent on item 8, enthusiasm about PEP. (See Table 7.) In only 14 cases were there no apparent gains on any item. Of these cases, 4 were rated at the top of the scale on both "before" and "after" measures for all items. The remaining 10 cases showed differing numbers of opportunities for gains (once the items where no gain was possible were ruled out). Two extreme cases were noted where gains were possible in 9 and 10 items, both cases having one observed loss. The possibility of change where no change occurred ranged from 1 item to 7 items for the rest of the group (8 cases).

The rest of the no change responses occurred in cases where gains were noted on some items and not on others. The status and number of all cases of no change where change was possible are defined in Appendix B, Section 3. Since students could not be expected to make observable gains on all items, these cases give an indication only of the frequency of attitudes and behaviors which existed within the group and were not changed by exposure to the program.

The number of cases showing no observed change in peer relationships or self-image as a result of PEP (Table 8) includes 12 cases in which no change was observed on either measure. Of these 12, 9 had a negative attitude toward school and 4 of the 9 were referred to the program for this reason only. This is not meant to imply that a negative attitude toward school necessarily meant that the student would not profit by the experience of PEP. Twenty-six of the 33 so described did make gains (17 gained on 6 or more measures), but the fact that some did not gain points out the need in this type of program for a genuine interest on the part of the student in some phase of the arts.

Comments on the Program by Guidance Personnel

At the conclusion of the questionnaire, guidance personnel were invited to comment on the program or the student's reaction to it. Eighty-four responses were received, of which 53 (63 percent) were favorable, 8 were negative, and 20 explained in more detail some checkmark on the questionnaire, usually concerning the provision of materials or instruction for continued study in the student's field of interest. Three other responses contained both positive and negative elements. A representative sampling of the comments is given in Appendix C of this report.

Financial Aspects of the PEP Program

Table 12 presents an analysis of the estimated costs as itemized in the proposed budget for Project PEP in 1967. The per pupil total cost was $1,186.78 or a cost of $148.35 per week. Instruction, student body activities, and food and lodging account for about 80% of the total expense. Food and lodging alone was about one-third of the cost, but the effectiveness of the environmental factor in providing incentive for achievement seems to be an important element in the program. The large percent improvement in peer relationships and greater self-image shown in Table 8 probably could not have been as well reinforced if students had returned to their usual environment each day.

The fact that about seventy-five percent of the students showed substantial gains as measured 4 to 5 months <u>after</u> the close of the session indicates that these students have been, to some degree at least, diverted from the path of the school dropout who may become an underproductive member of society into a path leading to the attainment of a larger degree of maximum potential. If these students become contributing rather than receiving members of the adult society, then the cost of the program is ultimately decreased by the amount of the potential increase in their ability to lead useful productive lives.

Table 12

Per Student Cost of Project PEP[1]

Type of expense	Total program cost	Cost per student[2]	
		Total cost	Cost per week
Administration	$ 14 710	$ 98.07	$ 12.26
Instruction	58 925	392.82	49.11
Health services	4 000	26.67	3.33
Pupil transportation services	3 000	20.00	2.50
Operation of plant	1 450	9.67	1.21
Fixed charges	9 900	66.00	8.25
Food and lodging	60 480	403.20	50.40
Student body activities	24 352	162.35	20.29
Publication and printing	1 200	8.00	1.00
Total cost	$178 017	$ 1 186.78	$ 148.35

(1) Cost figures are based on estimated budget figures in the program prospectus issued by the Board of Education, City of New York.

(2) Per student costs are based on a total of 150 students.

Summary

The data presented in this report indicate that change for the better in attitude and behavior did indeed take place during the period of participation in Project PEP. The many favorable comments made by guidance personnel in their evaluation of student progress, the enthusiasm of the students themselves and of the staff, as revealed in reports and staff meeting records, indicates that a causal relationship may exist.

The goals of the program were to stimulate greater interest and participation in the regular school program and promote a greater self-image in the disadvantaged junior high school students who attended. The results of a questionnaire, which asked guidance personnel in the schools attended by these students to rate participants on achievement of the goals according to their observation of the students, showed that the majority of the counselors felt that students made gains in attitude and behavior directed toward the program goals. The range of the percent of students showing gains on the questionnaire items was 62 to 92 percent. Overall about 75 percent of the group made substantial gains, and all but 10 students showed improvement on 1 or more measures according to the raters. Interest in the performing arts remained high after return to school. Eighty-one percent of the group is continuing study in their chosen areas.

Interest or ability in the performing arts was a criterion for selection to participate in the program and the basis for motivating the students toward success in the regular school program. It was found in the evaluation that some students were chosen for the project who did not have this qualification. Many of these students were in the small group who failed to gain from the program. A better definition of the criteria and a better understanding of these qualifications on the part of those selecting candidates for the project in the future

would help to diminish the number who do not gain to any great extent from the project.

Although the cost of the program was high, consideration should be given to the prospect of investment return as change in attitude and behavior influence these students to become productive members of the community rather than a community burden.

Evaluation results indicate that programs of this type are worthy of replication and expansion if tighter selection procedures are followed.

A study comparing progress of "matched pairs" with students in a residential versus a neighborhood or suburban nonresidential setting using this type of program would be extremely valuable.

Appendix A

Programs to Excite Potential
Questionnaire for Guidance Personnel

Guidance Counselor _____ School _____

Status Full time _____ Address _____

Part time _____ _____

Telephone No. _____ School Code No. _____

---

1. Student's Name _____

2. Age, Sept. 1967 _____

3. Grade, Sept. 1967 _____

4. Choose the outstanding characteristic in each column where applicable (check only one in each column).
   Student was chosen for PEP because of his

	Interest in	Ability in	OR	Negative attitude toward
(a) music	☐	☐	(a) School	☐
(b) art	☐	☐	(b) Teachers	☐
(c) dance	☐	☐	(c) Peers	☐
(d) theatre	☐	☐	(d) Discipline	☐
(e) writing	☐	☐	(e) Behavioral Problem	☐
(f) Other (specify)_____			Explain_____	

5. Student's I.Q. _____ Age at test _____(in months)

6. Student's total achievement level in 1966-67. (check one)

	An average of a national standardized battery	An average of teacher's tests and judgement	Other, e.g., an average of State tests, etc.
(a) above grade level	_____	_____	_____
(b) at grade level	_____	_____	_____
(c) below grade level	_____	_____	_____

7. (1) Initial referral was made by (check one)

   (a) principal _____
   (b) guidance counselor _____
   (c) teacher _____
   (d) other _____ (position)

(2) Others who participated in judging referral (specify by position held)

(a) _____ (b) _____ (c) _____

8. Put a check mark in both before and after columns for each question.

This student		Before PEP	After PEP
(1)	(a) is very enthusiastic about school	(a)	
	(b) is enthusiastic about school	(b)	
	(c) is able to tolerate school	(c)	
	(d) is somewhat maladjusted	(d)	
	(e) is severely maladjusted	(e)	
(2)	(a) is in regular attendance	(a)	
	(b) is somewhat irregular in attendance	(b)	
	(c) is often absent	(c)	
(3)	(a) is strongly interested in continuing his studies in the arts	(a)	
	(b) is somewhat interested in the arts	(b)	
	(c) shows no evident continued interest in the arts	(c)	
(4)	(a) shows much interest in some academic subjects	(a)	
	(b) is little interested in academic subjects	(b)	
	(c) is uninterested in academic subjects	(c)	
(5)	(a) is above average in cooperative classroom behavior	(a)	
	(b) has average classroom behavior	(b)	
	(c) is uncooperative in the classroom	(c)	
(6)	(a) takes part in all classroom activities	(a)	
	(b) takes part in some classroom activities	(b)	
	(c) shows little interest in class participation	(c)	
	(d) does not relate to classroom situation	(d)	
(7)	(a) is highly motivated in seeking an objective in life	(a)	
	(b) is somewhat interested in an observable objective	(b)	
	(c) shows no discernable motivation	(c)	
(8)	(a) is enthusiastic about his eight weeks at Skidmore	(a)	
	(b) has mixed feelings about his eight weeks at Skidmore	(b)	
	(c) is disillusioned about his eight weeks at Skidmore	(c)	
(9)	(a) shows a good acceptance of his peers	(a)	
	(b) is indifferent toward his peers	(b)	
	(c) does not relate well to his peers	(c)	
(10)	(a) is well accepted by his peers	(a)	
	(b) is tolerated by his peers	(b)	
	(c) is rejected by his peers	(c)	

This student	Before PEP	After PEP
(11)(a) relates well to adults in school situation	(a) ___	___
(b) is indifferent to adults in school situation	(b) ___	___
(c) rejects adults in school situation	(c) ___	___

9. As a result of student's participation in the program the student (check one)

(1)(a) has been better accepted by his peers _____
(b) shows no change in peer relationships _____
(c) has been rejected by his peers _____

(check one)
(2)(a) shows a greater self-image _____
(b) shows no change in behavior _____
(c) shows a worsening of behavior patterns _____

10. (1) Is this student continuing special activity in his field of summer interest?

(a) yes, as part of his regular fall program ____
(b) yes, privately ____
(c) no ____

(2) Does school have facilities to enable student to continue his interest?

yes _____
no _____

(3) If yes, what provisions has the school made to assist the student?

(a) class instruction ____
(b) individual instruction ____
(c) provision of instrument or materials ____
(d) other (comment)_____
_____
(e) none ____

11. Use this space for additional evaluative comments.

Appendix B

Analysis of Observed Gains in Attitudinal and Behavioral Change in PEP Students
(Section 1)

Item	From	To	Number
1	Enthusiastic about school	Very enthusiastic about school	41
	Able to tolerate school	Very enthusiastic about school	5
		Enthusiastic about school	30
	Somewhat maladjusted	Very enthusiastic about school	1
		Enthusiastic about school	1
		Able to tolerate school	4
	Severely maladjusted	Enthusiastic about school	1
2	Somewhat irregular in attendance	In regular attendance	19
	Often absent	In regular attendance	2
		Somewhat irregular in attendance	3
3	Somewhat interested in the arts	Strongly interested in continuing studies in the arts	63
	Shows no evident continued interest in the arts	Strongly interested in continuing studies in the arts	6
		Somewhat interested in the arts	7
4	Is little interested in academic subjects	Much interest in academic subjects	56
	Uninterested in academic subjects	Much interest in academic subjects	2
		Little interest in academic subjects	7
5	Average classroom behavior	Above average in cooperative classroom behavior	44
	Uncooperative in the classroom	Above average in cooperative classroom behavior	2
		Average classroom behavior	15

Item	From	To	Number
6	Takes part in some classroom activities	Takes part in all classroom activities	54
	Little interest in class participation	Takes part in all classroom activities	1
		Takes part in some classroom activities	15
	Does not relate to classroom situation	Takes part in all classroom activities	1
		Takes part in some classroom activities	3
		Little interest in class participation	1
7	Somewhat interested in an observable objective	Highly motivated in seeking an objective in life	52
	Shows no discernable motivation	Highly motivated in seeking an objective in life	3
		Somewhat interested in an observable objective	20
8	Mixed feelings about PEP	Enthusiastic about PEP	62
	Disillusioned about PEP	Enthusiastic about PEP	1
		Mixed feelings about PEP	5
9	Indifferent toward peers	Good acceptance of peers	29
	Does not relate well to peers	Good acceptance of peers	3
		Indifferent toward peers	6
10	Is tolerated by peers	Is well accepted by peers	35
	Is rejected by peers	Is tolerated by peers	4
11	Is indifferent to adults in school situation	Relates well to adults in school situation	25
	Rejects adults in school situation	Relates well to adults in school situation	6
		Is indifferent to adults in school situation	1

Analysis of Observed Losses in Attitudinal and Behavioral Change in PEP Students
(Section 2)

Item	From	To	Number
1	Very enthusiastic about school	Able to tolerate school	1
	Enthusiastic about school	Somewhat maladjusted	1
	Able to tolerate school	Somewhat maladjusted	1
2	In regular attendance	Somewhat irregular in attendance	1
	Somewhat irregular in attendance	Often absent	1
3	Strongly interested in continuing studies in the arts	Somewhat interested in the arts	3
	Somewhat interested in the arts	Shows no evident continued interest in the arts	1
4	Much interest in academic subjects	Little interest in academic subjects	2
5	Above average in cooperative classroom behavior	Average classroom behavior	2
6	Takes part in all classroom activities	Takes part in some classroom activities	2
7	Enthusiastic about PEP	Mixed feeling about PEP	2
	Mixed feelings about PEP	Disillusioned about PEP	1
8	Good acceptance of peers	Indifferent toward peers	1
9	Well accepted by peers	Tolerated by peers	1

Analysis of Areas of No Change in Attitude and Behavior of PEP Students
(Section 3)

Item	Observed Attitude or Behavior	Number
1	Enthusiastic about school	17
	Able to tolerate school	9
	Somewhat maladjusted	4
2	Somewhat irregular in attendance	1
	Often absent	2
3	Somewhat interested in the arts	20
	No evident continued interest in the arts	3
4	Little interested in academic subjects	15
	Uninterested in academic subjects	4
5	Average classroom behavior	29
	Uncooperative in the classroom	7
6	Takes part in some classroom activities	16
	Little interest in class participation	4
	Does not relate to classroom situation	3
7	Somewhat interested in an observable objective	19
	Shows no discernable motivation	9
8	Has mixed feelings about PEP	3
9	Indifferent toward peers	5
	Does not relate well to peers	2
10	Tolerated by peers	6
	Rejected by peers	2
11	Indifferent to adults in school situation	9
	Rejects adults in school situation	3

Appendix C

Selected Comments by Guidance Personnel Concerning Student Response to Project PEP

"I think _____ has benefited greatly. She is more outgoing and communative."

"This girl's enthusiasm for the arts which in part was a result of her summer experience has continued to generate this fall. She is involved in an academic and social way to a much greater degree."

"Project PEP has met the needs of _____ as a developing adolescent; also, to a degree most school programs could not possibly hope to."

"...incentive towards learning has shown a marked positive upswing. His personal self-confidence has been increased to a point where he is coming into his own."

"...has been elected co-president of _____ Junior High School student body and handles the job very well. I doubt he could have done this as well before the PEP program."

"President of the Student Council."

"...has done so well that we placed him in the College Bound Program. PEP made a great change in _____."

"...has done exceptionally well since returning from Project PEP. I hope _____ will be permitted to return to PEP next summer."

"Has definitely shown real progress in maturing since this past summer."

"This student is extremely anxious to return to the program. His home situation and friends make it very difficult for him to pursue his interest in dancing."

"...has academic potential and definite leadership ability. However, lack of motivation was and still is a deciding factor in the utilization of this potential."

"A whole new world seems to have opened up for _____....he now perceives himself as an individual of worth. Continued involvement in programs such as PEP and ASPIRE may well combat the overwhelming out-of-school influences."

"Student is underachieving in school."

"Attitude is much improved and the attitude of the family toward school is much better."

"The music teacher explained his offerings. To date _____ has not taken advantage."

"...has begun to do quite poorly in her work - has lost interest, it seems, in school and her classwork."

"PEP was a life saver for _____."

"...is doing superfor work as a result of her eight weeks at Project PEP."

"Loved the program. Would like to return. Has applied for a specialized high school in Art."

"...has progressed greatly in the musical area. She seems to have broadened and deepened her abilities in the areas in which she is most interested."

"...informed me that 'In my life, I had never had such a marvelous experience, and I would love to go back next summer.'"

"...has written an article jointly with another PEP participant for the school newspaper about his summer at Skidmore. He is very eager to repeat the experience next year.

"...is now applying to H.S. of Performing Arts."

"...was an Honor Student in K-6. He appears totally disinterested in school since the 7th grade. There seems to be no improvement thus far."

"Most valuable and observable of all the effects of PEP is her first entrance into a life's optimism."

"Student displays marked improvement, especially in personality....has become highly motivated and interested in future education."

"...guidance staff feels this student has made a tremendous adjustment since being a participant in PEP."